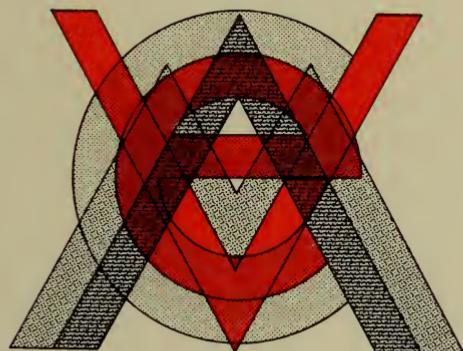


S  
379.1552  
V11VEA  
198?

# **VOCATIONAL EDUCATION ADVISORY COMMITTEE HANDBOOK**



Prepared by

Montana State Advisory Council  
for Vocational Education

STATE DOCUMENTS COLLECTION

JAN 21 2004

MONTANA STATE LIBRARY  
1515 E. 6th AVE  
HELENA MONTANA 59601

MONTANA STATE LIBRARY



**3 0864 1002 4508 6**

Dear Advisory Committee  
Member:

You've taken the plunge and decided to dedicate some of your important time toward developing human resources for occupations and effective citizenship. You've become a member of a local advisory committee. Now, you probably want to know what you can expect to accomplish, and how. The State Advisory Council for Vocational Education has prepared this handbook to lend a hand with the advice and the action.

## **Contents**

I.	WHAT ARE ADVISORY COMMITTEES? .....	1
II.	ADVISORY COMMITTEE FUNCTIONS .....	5
III.	EVALUATION GUIDE FOR ADVISORY COMMITTEES ...	11
IV.	ADVISORY COMMITTEE RECOMMENDATIONS .....	19
V.	ASSESSING THE ACTION .....	25
VI.	TECHNICAL ASSISTANCE FOR ADVISORY COMMITTEES.	29
APPENDIX A. ESTABLISHING ADVISORY COMMITTEES .....		33
APPENDIX B. ORGANIZING ADVISORY COMMITTEES .....		41
APPENDIX C. RECOGNIZING ADVISORY COMMITTEES .....		51
APPENDIX D. DEFINITION OF TERMS .....		57

# I

## **What are Advisory Committees?**

**Why are they important?**

**What is their role?**

**how can they help prepare students to  
move from the school world; to succeed  
in the work world, and in family and  
community life?**



## **your committee membership**

You've taken the plunge and decided to dedicate some of your important time toward developing human resources for occupations and effective citizenship. You've become a member of a local advisory committee. Now, you probably want to know what you can expect to accomplish, and how. The State Advisory Council for Vocational Education has prepared this handbook to lend a hand with the advice and the action.

## **what are local advisory committees?**

The advisory committee is a group of individuals from outside the field of education with specific knowledge and expertise regarding the need, development, and operation of a vocational-technical education program.

It is the policy of the State of Montana that a separate local advisory committee be established for **each** vocational education program for which reimbursement is requested.

*The committee has no administrative or governing authority. It is most effective in providing a link between the school and the world of work.*

## **why are advisory committees important?**

In America's industrial economy, changing technological, economic, social, and legislative conditions are preeminent. Today's vocational students must learn how to fit into this highly complicated and changing life, not only learning how to work well, but also learning how to work with responsibility and self confidence. Only then will they be able to provide for their families, and to be assets to their communities

and country. Your advisory committee, composed of concerned representatives from business, industry, and labor can help.

### **what is the role of advisory committees?**

Advisory committees supply information on jobs and job advancement. Your committee will help keep curriculum relevant to what actually is needed in the work place, and advise on what work will be in demand in business and industry. Schools provide theory and knowledge. Your committee can provide experience and a look at reality.

In your role as an advisory committee, you can help to see that vocational students know the importance of such things as reliability on the job and working under supervision — or providing it. You can aid students in developing the characteristics needed to do a job well, and show them how to keep those jobs and advance in them. You can identify work stations that will give them this training. You even can help place students in work, providing a vital link between school and employer.

Since medieval craft committees, advisory committees have been needed; but never more than now. You've accepted the challenge, and it is one worthy of your time, knowledge and experience.

### **why this handbook?**

Not every item in this handbook will be appropriate for all local advisory committees. The intent is that it be a useful resource for your committee. Let us know how it works for you.

**SACVE  
P.O. Box 4789  
Helena, Montana 59601**

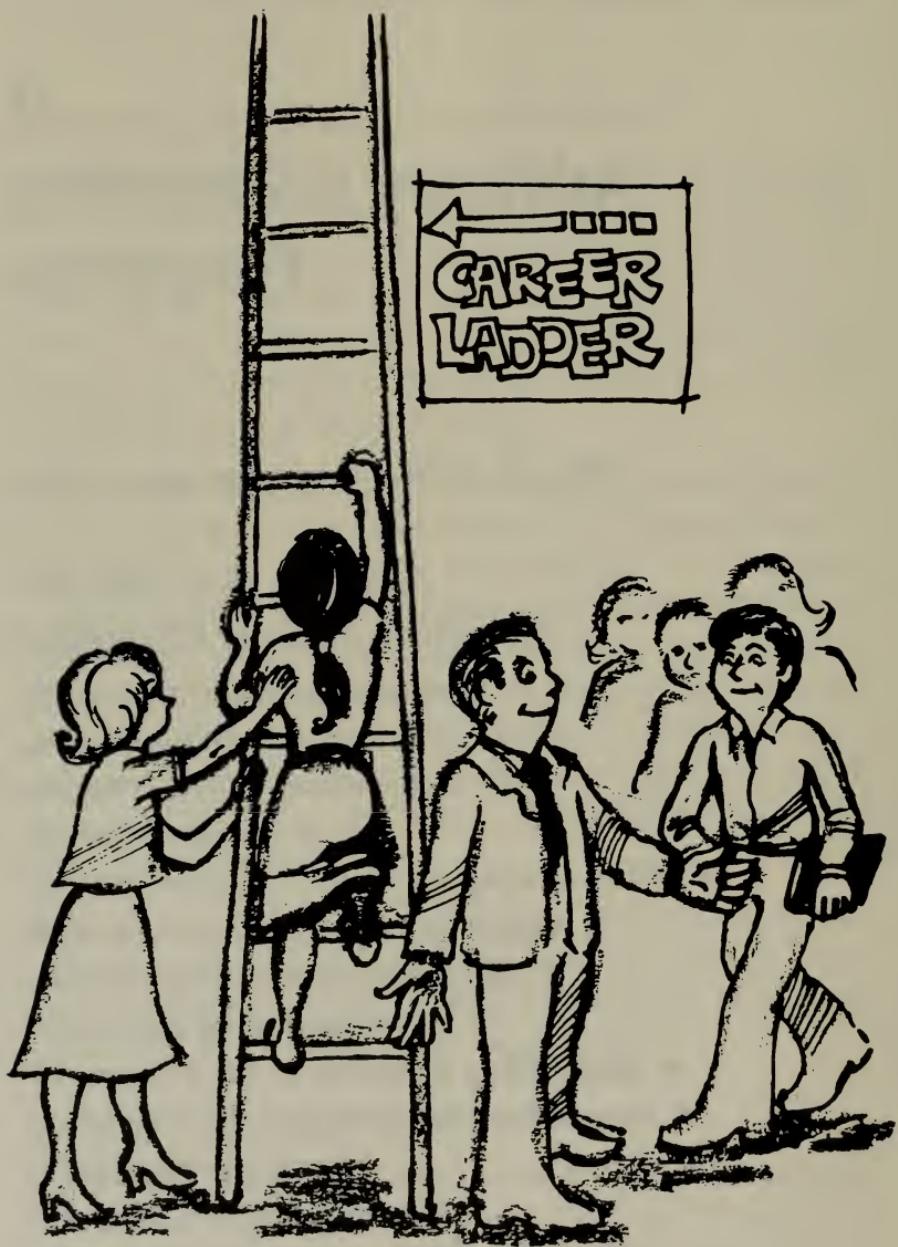
## II

# Advisory Committee Functions

## The Education Amendments of 1976

### Functions of an effective Vocational Advisory Committee

- surveying community needs
- supplying job information
- providing curricula advice
- assisting teachers
- aid in developing student selection criteria
- supporting scholarships and awards
- supporting student organizations
- developing placement
- interpreting programs to the community
- supporting appropriations and legislation
- reviewing facilities
- evaluating programs
- recommending and communicating
- implementing recommendations
- following-up recommendations
- recommendations on instructional programs



## **functions of advisory committees**

When your committee is organized (See Appendices A, B, and C for information on organization), it can begin to take action in an advisory capacity to improve vocational programs for students, employers and the community.

## **the education amendments of 1976**

The Education Amendments of 1976 state: "The local advisory committee shall advise the local recipient on: current job needs; and the relevance of programs (courses) being offered by the local educational agency or postsecondary educational agency in meeting current job needs. The local advisory committee shall assist the eligible recipient in developing its application to the State board."

## **functions of an effective vocational advisory committee**

Functions of an effective vocational advisory committee are to:

- **SURVEY COMMUNITY NEEDS**, identify labor market trends and manpower demands, and point out needs for further Vocational Education research.
- **SUPPLY INFORMATION ON JOBS**, careers and career advancement. Give advice about the current and future labor market, and what skills and knowledge are needed for specific work and job advancement. Help educators establish short and long-range goals and objectives, and advise about estab-

lishing, maintaining or discontinuing Vocational Education programs. Use labor market and job knowledge to aid in local plan writing and in developing the application to the State board.

- **PROVIDE REALISTIC ADVICE ON CURRICULA CONSTRUCTION AND MATERIALS** and training policies to help keep pace with change and ensure that what is taught is relevant to what is needed on the job. Your committee should review current course offerings and indicate what knowledge and skills should be stressed for specific occupations. You also can suggest production work to be used in training, and aid in developing student performance objectives.
- **ASSIST TEACHERS** by knowing what needs to be taught students, and encourage qualified people to accept Vocational Education teaching responsibilities. Give information and technical assistance to teachers.
- **AID IN DEVELOPING STUDENT SELECTION CRITERIA** by knowing the aptitudes needed for certain occupations. Help prospective students by arranging or making speeches and demonstrations, setting up field trips and plant visits.
- **HELP STUDENTS THROUGH SUPPORTING SCHOLARSHIPS** and establishing criteria for determining outstanding student awards.

- **SUPPORT STUDENT ORGANIZATIONS** through counseling, showing students how to relate to the world of work. Suggest methods of fund raising, attend conferences and competitions, and act as judges.
- **ADVISE ON DEVELOPMENT OF THE STUDENT PLACEMENT PROGRAM** and assist in placement activities.
- **INTERPRET VOCATIONAL EDUCATION PROGRAMS TO THE COMMUNITY** — parents, labor unions, employers, prospective students — through public information activities. These may include articles, news releases, speeches, advertising, tours, radio and television appearances, and participation in special events and meetings. These activities should be designed to show how Vocational Education programs relate to the world of work, the needs of the community, and to life.
- **SUPPORT VOCATIONAL EDUCATION APPROPRIATION REQUESTS AND LEGISLATION**, local, state and national.
- **REVIEW FACILITIES**, equipment and teaching materials. Recommend facilities for new programs. Help to obtain equipment on loan, as gifts or at special prices. Aid in planning facilities and equipment and establishing lab and shop standards. Provide special demonstrations in industrial plants.

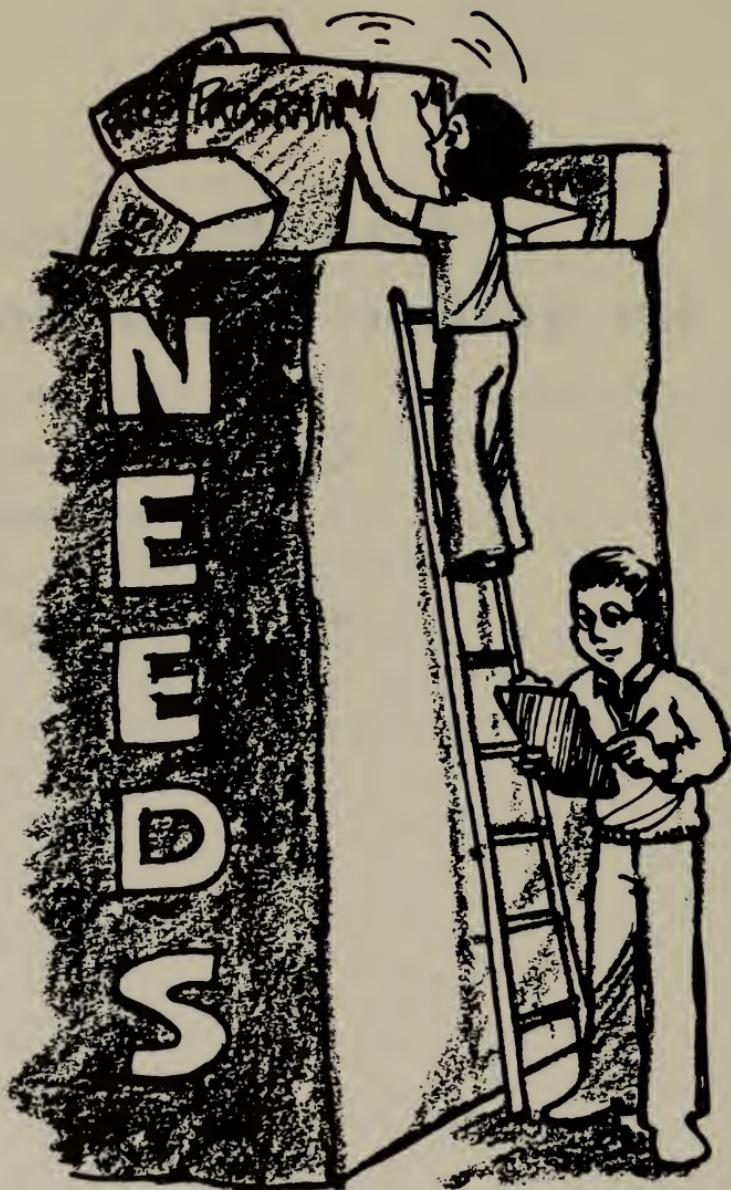
- ASSIST IN EVALUATION OF VOCATIONAL EDUCATION PROGRAM training in relation to work and life. (See Section III for Evaluation Guide.)
- RECOMMEND AND COMMUNICATE. Distribute minutes of meetings to the appropriate administrative and policy making body.
- WORK TO SEE THAT RECOMMENDATIONS ARE IMPLEMENTED wherever possible.
- FOLLOW-UP ON IMPLEMENTATION OF RECOMMENDATIONS.
- RECOMMENDATIONS ON INSTRUCTIONAL PROGRAMS (Review Section III on Evaluation Guide for Advisory Committees.)

# III

## **Evaluation Guide for Advisory Committees**

**Questions to answer and  
areas to evaluate**

**National Priority Programs**



## **evaluation**

Evaluation is one of the most important advisory committee functions. It makes possible the development of sound committee recommendations for the program(s) you advise. When evaluating, remember that Vocational Education should enable people to prepare for initial employment, retrain them or add to their capabilities. It should serve as the link between individuals and work, helping them to move from the school world to succeed in the work world, and in family and community life.

### **questions to answer and areas to evaluate**

**1 Are the Vocational Education programs specific and selective?**

- Objectives are well-defined to meet the purpose of the school and the needs of the students and the community.
- Training is directly related to employment; skills learned are skills needed to meet occupational requirements.
- Job competency is developed.
- Completion of training is a definite step toward meeting the students' occupational objectives.

**2 Are job opportunities available?**

- Program is consistent with community and state surveys of labor market.

- 3 Do the programs develop all of the skills and abilities needed?
  - Technical knowledge and skills
  - Manipulative skills
  - Work habits
  - Communication skills
  - Human relations skills
- 4 Do the programs have effective placement and follow-up services? Who is employing the completers? Can they get and hold a job?
  - School has sufficient staff with definite placement and follow-up assignments.
  - Curriculum in each program includes activities to help students get and keep employment.
  - Placement information is available to all students.
  - Students who need part-time work to stay in school get assistance in finding it.
  - Completers meet licensing requirements.
  - A high percentage of completing students are placed in the occupation for which they trained.
  - School keeps good follow-up records.
  - School has information on employers' view of the effectiveness of their on-the-job completers.
  - Follow-up information is used to make improvements.

- 5 Is Vocational Education available to all those who need, want, and can profit by it?
- 6 Are the programs offered to fill labor market needs?
  - Research for need and evaluation for quality of programs is continuous.
  - Recommendations are implemented.
- 7 Does the curriculum fit the occupation's requirements and is it current and flexible?
  - Range of offerings serves entry level and more advanced students.
  - Course sequence is good.
  - Programs are developed with the advice of professionals.
- 8 What methods are used to obtain job performance standards?
  - Standards are used to plan instruction.
- 9 Is hands-on experience the basis of learning?
  - Instruction is given under realistic conditions.
  - Individualized instruction is available to all students, when appropriate or needed.
- 10 Are facilities and equipment comparable to those found in the occupation?
  - Location is convenient.
  - Maintenance is good.
  - Handicapped are accommodated.
  - Size of buildings and classrooms is adequate.

- Program is operated at reasonable cost with well and adequately-equipped shops and labs.
- Quantities of equipment and tools are sufficient for number of students in classes.
- Maximum use is made of buildings.
- Proper safety instruction is provided.

**11** How are students selected?

- Students are periodically evaluated.
- Standards of progress are relevant and up-to-date.

**12** Do the time and length of classes fit student needs?

- Total hours of class time are determined by needs of the occupation and the students' ability to attend.
- Enough time to develop the required abilities is allowed.

**13** Are instructors competent, experienced in the occupation taught?

- Enough instructors are available.
- Instructors are selected with the aid of professionals.
- Provisions are made for the faculty to update its skills.

**14** Is the administration effective, knowledgeable and committed to achieve the objectives of Vocational Education?

- 15** Are vigorous efforts made to inform and recruit Junior and Senior high students, out-of-school youth, adults, and special needs groups for Vocational Education?
- 16** Do counselors have access to current job information?
- Students are informed about and encouraged to enter Vocational Education programs.
  - Students are not discouraged from entering Vocational Education programs.
  - Counselors attend some advisory committee meetings.
  - All students are provided with necessary information to make occupational choices.
  - Counselors are dedicated to the philosophy and objectives of Vocational Education.
  - Counselors are active in placement and follow-up of former students.
- 17** Are student activities and organizations an integral part of the educational experience?
- Student organizations are open to all students, as a part of the program.
  - Student organization activities are related to the program of instruction.
- 18** Are adequate reference materials and learning resources available?
- Library books, audio-visual equipment and other learning materials are sufficient in variety and quantity, well-maintained and up-to-date.

When your committee has completed its evaluation, using these guidelines, and answered any additional questions it may have, you're ready to make recommendations about the program(s) you advise.

In addition to the above, an assessment form may be available to local Advisory Committee Members to help them evaluate vocational programs. Contact the Montana State Advisory Council for Vocational Education for more information.

### **national priority programs**

Your committee should be aware of the national priority programs established by the Education Amendments of 1976, and apply them in your committee functions and evaluations. Those designated include programs for:

- the Handicapped
- the Disadvantaged
- Persons with limited facility in the English language
- Indians
- Postsecondary Vocational Education
- And other programs of national significance — research, exemplary and innovative programs, curriculum development, guidance and counseling, preservice and inservice programs, grants to overcome sex bias, support for a national center for Vocational Education, professional leadership development awards, and accumulation of information.

# **IV**

## **Advisory Committee Recommendations**

**Communication**

**Implementation**



## **recommendations**

Developing and making recommendations is another of your committee's most important functions. Your recommendations, based on all of the information you have gathered and your evaluations, are important because they aim at putting **action** into the linkage between school and work that your unique knowledge provides.

## **communication**

Communicate your ideas and recommendations not only through your meetings but in other ways, formally and informally, in the form of oral or written recommendations.

Before disseminating ideas and recommendations to the media or the public, discuss them with the school representative and/or the school board.

- Distribute minutes of committee meetings on a regular basis to the school board members, building administrator and superintendent. Have them available at the school for others who may be interested.
- Include your recommendations in your minutes, and distribute them to administrators and the Board for Vocational Education.
- Report the actions that have been taken on previous committee recommendations and the results of that action.
- Establish two-way communication with the school administration and school board. Invite their members to your meetings and attend board sessions.

- Make public announcements of all committee meetings.

As part of the public relations function of your committee, further communicate and interpret the programs you advise to the community:

- Speak or recommend speakers to various groups.
- Write news releases and articles for publication, when you have newsworthy material, such as a new program or facility, an outstanding accomplishment or change.
- Obtain public service time on radio and television.
- Arrange business and industry tours.
- Participate in special educational events and meetings.
- Coordinate Vocational Education with special community events.
- Help prepare and suggest distribution of informational brochures about jobs and job opportunities, in relation to Vocational Education programs.
- Aid in preparing and contribute to special Vocational Education exhibits.
- Provide information on needs and effects of programs to other local advisory committees and the State Advisory Council for Vocational Education.

## implementation

Anxious for action? You've gathered information, evaluated and recommended. Now is the time to implement. Forge ahead, remembering that advisory committees are not administrative or legislative. Implementation of your ideas and recommendations for programs is not guaranteed. However, in spite of any problems and conflicts that may occur in the process of your committee work, schools and school representatives are aware of the unique contributions you can make and are prepared to receive them. They may not be so anxious as you are to adopt your recommendations, but they invited you to advise and expect you to do so. Work **with** them to accomplish the action you see is needed.

It is up to your committee and the school representative to work out the method you desire to use in communicating your recommendations to the officials who can act on them.

As you are already working with the school representative, you may decide to work informally through that person to see that as many as possible of your ideas and recommendations are accepted, included in future plans, or put into effect. He or she can communicate your recommendations to the superintendent and to the school board, making certain that all of the administrators involved are informed.

As your recommendations develop, you may decide to put some or all of them in writing for transmittal to the proper authority. In addition, your chairman may wish to attend the meetings at which they are presented.



**V**

## **Assessing the Action**

**Follow-up**

**Committee evaluation**



## **follow-up**

After all of the effort and enthusiasm that have gone into your activities, the development of your recommendations, and the work to see that they are implemented, you will be eager to discover what actually has been accomplished. Ask your school representative to notify you when your recommendations have been acted upon. If the action is affirmative, ask for a report on their adoption and the plans for making them effective. If the official action is negative, request a report on that decision and why it was made. When measurable results on adopted recommendations are available, you will want to know the outcomes. Don't be impatient. Allow enough time for meaningful results.

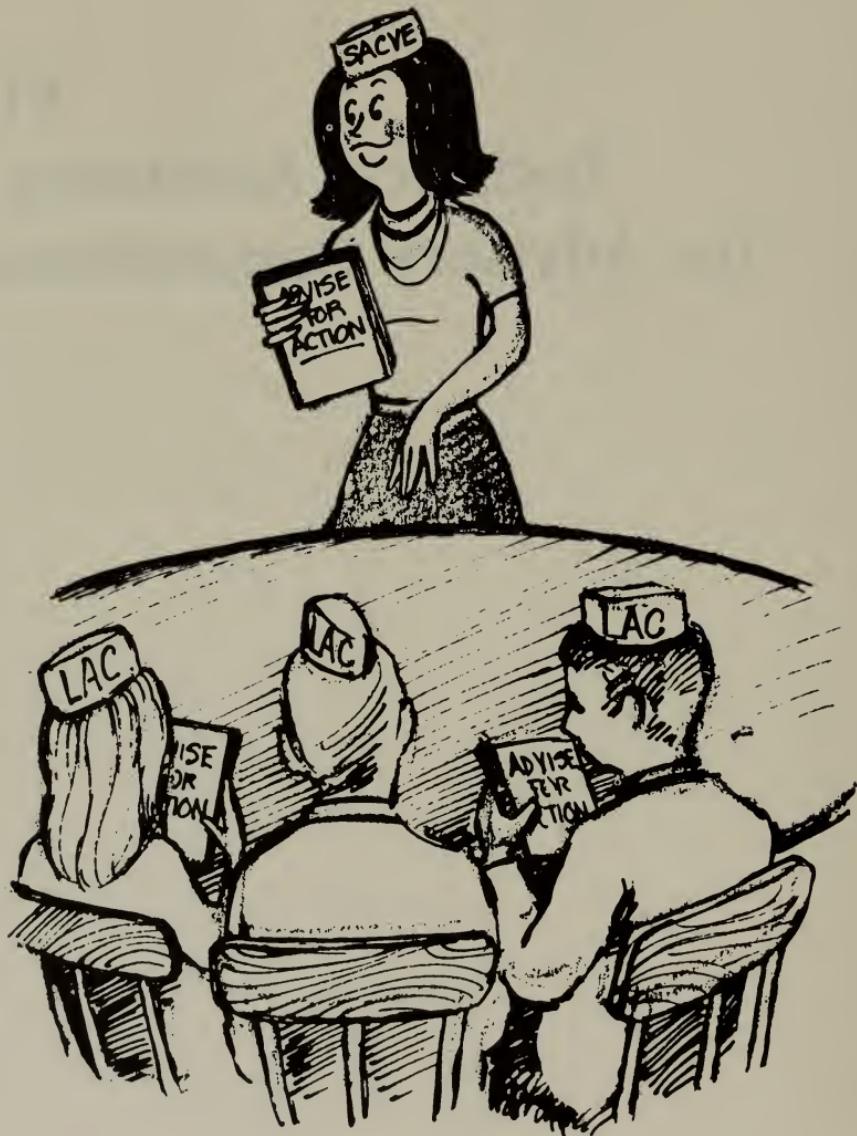
## **committee evaluation**

When you have completed a school year, look again at the past year of your committee's operation. Evaluate your work, keeping in mind the goal of helping to develop human resources for valuable work and citizenship. Decide in what ways you can more effectively advise, and what activities and mistakes you believe ought to be eliminated in the future. Plan to stress those activities and functions that have had the most positive results.



# VI

## Technical Assistance for Advisory Committees



## **how SACVE can help**

The Montana State Advisory Council for Vocational Education (SACVE) offers your committee assistance in organizing and functioning. They have prepared this handbook as a special guide for your committee work. It will be distributed to local advisory committees throughout Montana, and to teachers, administrators and other persons who are interested in Vocational Education programs.

Additional assistance is yours for the asking. SACVE members and staff can:

- Meet with or speak to your committee when you are organizing, starting the year, or at any meeting. Possible subjects a member might present include: organization of your committee; the role of an effective committee. SACVE is prepared to explain its roles, and suggest ways of working together.
- Invite your chairman and/or other members to a SACVE meeting.
- Attend one of your meetings to establish contact or further advance communication and cooperation.
- Invite your chairman or members to state public hearings and other special Vocational Education events.
- Suggest your involvement in planning and leading local public hearings and give any assistance you request.
- Possibly conduct a statewide leadership training session for chairmen and others, if such a session is requested by a number of local committees.

**Technical  
Assistance  
Available**

**CALL SACVE  
STATE VO-ED OFFICE**

**(406) 449-2013  
(406) 449-3126**

**SACVE OFFICE is located at Room 217, 1100 N. Main,  
Helena, Montana 59601.**

**Mailing address: Box 4789, Helena, Montana 59601.**

**Executive Director is William A. Ball. Call, write, or  
come in and talk with him about any assistance your  
committee would like to request.**

**STATE VO-ED OFFICES are at 1300 11th Ave., Helena,  
State Director is Dr. Larry Key. Call, write, or come  
in and talk with him about any assistance your com-  
mittee would like to request.**

**Mailing address: Capital Building, Helena, Montana  
59601.**

# **Appendix A**

## **Establishing Advisory Committees**

**Approval**

**Membership**

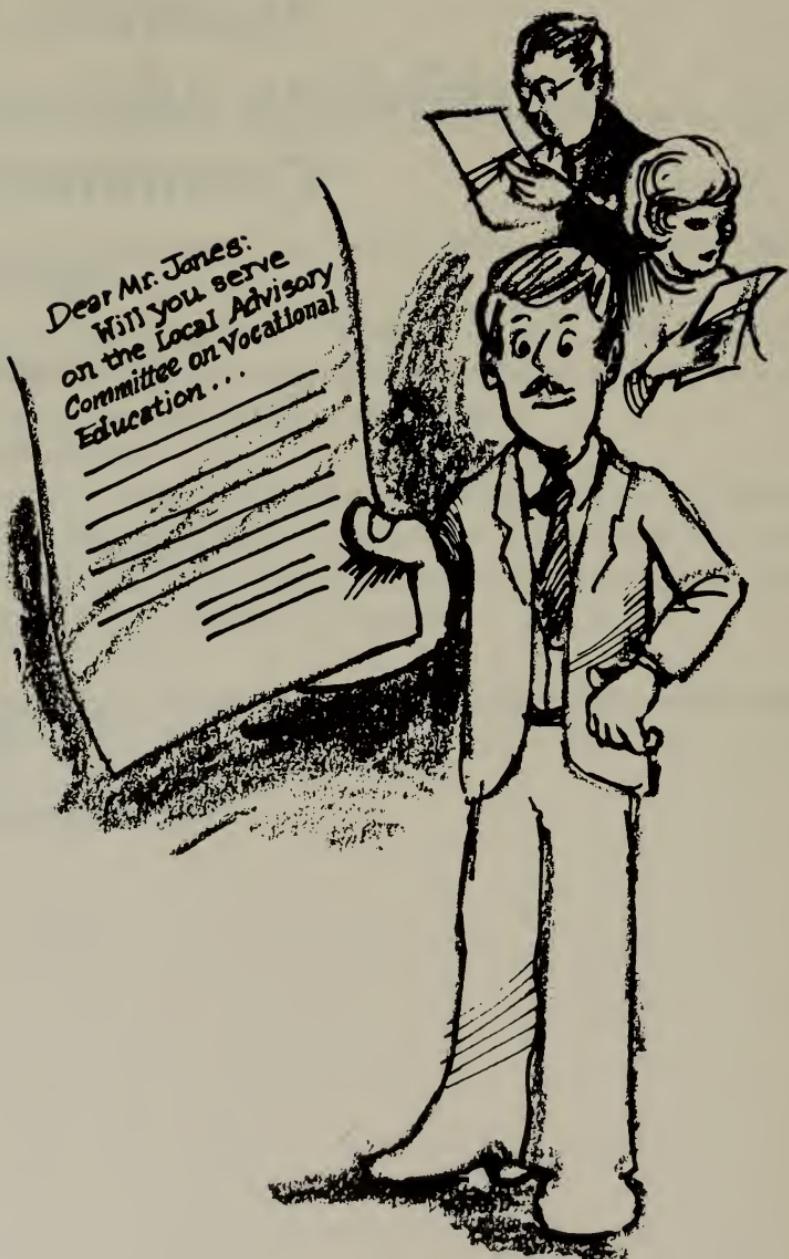
**Composition**

**Qualifications**

**Term**

**Selection**

**Role of educator**



Dear Mr. Jones:  
Will you serve  
on the Local Advisory  
Committee on Vocational  
Education . . .

# **establishing advisory committees**

## **approval**

Before an advisory committee is established, approval should be obtained from the school board and the administration of the school or schools concerned.

## **membership**

Size of an advisory committee is determined by the scope of its responsibilities; for example, the number and size of programs to be advised and community size. Usually a group of from 3 to 6 persons is adequate and manageable.

## **composition**

The Education Amendments of 1976 state that each advisory committee shall have at least one representative of business, industry and labor, and have appropriate representation of both sexes and the racial and ethnic minorities served by the local educational agency. Membership may include employees and employers in the occupation(s) involved; representatives of labor and management, professional and technical people, parents, students, vocational instructors, and other interested specialists, as well as program completers currently working in that field.

## **qualifications**

Advisory committee members should be carefully chosen. Needed are people who are highly motivated and dedicated to the purposes and work of the committee. They should have time to serve, not only to attend meetings but also to be active in committee

evaluations and other functions. Employer and employee members should have specific knowledge and recent, practical experience. All members should be of good character and integrity; responsible and civic-minded; able and willing to express their ideas and opinions.

## **terms**

For the first year of committee operation, appointments should be made for one, two and three year terms. In succeeding years, members should be appointed for three year terms. Thus, each year, some experienced committee members will be retained to allow for continuity, and some new people and new ideas will be injected.

## **selection**

A committee composed of school administrators, teachers and coordinators should choose the members of advisory committees, in consultation with the lay groups who will be served. Personal contacts, the recommendations of leaders in the field, labor, trade organizations, parents, and students may be sources from which the names of good prospective members are gleaned. Before official appointment, prospective members should be personally consulted in regard to their willingness and time to serve. Final approval and actual appointment of the members of the committee is accomplished by the local school board. The Board, or its designated representative acting in its name, sends a letter of appointment. Examples of an appropriate representative, depending on the size and scope of the committee, include the superintendent of schools, president of the college, Director of Voca-

tional Education, a principal, or other vocational educator.

### **role of educator**

Each vocational advisory committee should include an educator or school representative to provide information about, and speak for the school's point of view. Not an official member of the committee, this person serves as liaison. The educator has the responsibility of informing and orienting the committee to the functions, objectives, and general philosophy of Vocational Education. He or she should be fair, enthusiastic about serving, community minded, tactful, and have a working knowledge of the programs to be advised.

After serving as temporary chairman, the educator continues to work closely with the elected chairman, helping to prepare and distribute agendas, minutes, reports, and recommendations. The school should provide clerical help for these and other committee functions.

**SAMPLE LETTER OF INVITATION TO SERVE:**

**BOARD OF EDUCATION**

\_\_\_\_\_ School System

**Your Town, Montana 59000**

(Current Date)

Ms. Jane C. White

Personnel Manager

\_\_\_\_\_ Insurance Company

Your Town, Montana 59000

Dear Ms. White:

Because of your experience and demonstrated competency in the field of **(vocational program area)** the Board of Education of the \_\_\_\_\_ School System believes that you could perform a valuable service to the school and business community as a lay member of the **(program area)** Advisory Committee of \_\_\_\_\_ High School.

The advisory committee is composed of outstanding business and civic leaders in the community and is directed toward achieving closer co-operation between business and school in the training of our young people for **(program area)** occupations.

I would appreciate it if you would give this invitation to serve on the **(program area)** Advisory Committee your consideration and inform me of your decision in the next few days. Your acceptance of committee membership will aid the vocational **(program area)** program of the \_\_\_\_\_ High School.

Sincerely,

(appropriate title of administrator)

- or -

Chairman, Board of Education

**SAMPLE APPOINTMENT LETTER:**

**BOARD OF EDUCATION**

\_\_\_\_\_ School System

**Your Town, Montana 59000**

(Current Date)

Ms. Jane C. White  
Personnel Manager  
\_\_\_\_\_ Insurance Company  
Your Town, Montana 59000

Dear Ms. White:

Your recent (**letter**) (**phone call**) expressing your willingness to serve as a member of the advisory committee for (**program area**) in \_\_\_\_\_ High School is appreciated.

This letter is to notify you that your appointment is effective beginning \_\_\_\_\_, 19 \_\_\_\_\_, and ending \_\_\_\_\_, 19 \_\_\_\_\_.

The (**first**) (**next**) meeting of the committee will be held at (**place of meeting**) on (**date of meeting**) at (**time of meeting**). At this meeting the purpose, objectives, and functions of the committee will be explained and various committee activities will be discussed.

Sincerely,

Chairman, Board of Education  
- or -  
(appropriate title of administrator)



# **Appendix B**

## **Organizing**

### **Advisory Committees**

**Preparations**

**Meetings**  
**first meetings**  
**regular meetings**

**Constitution**



## **preparations**

After the committee has been appointed, a notice of the date, time and place of the first meeting should be sent to the members. The meeting should be held no later than 30 days after the committee appointment. Include congratulations and a personal welcome from the administrator in the notice, and accompany it with a well-planned agenda, showing the time of adjournment.

## **meetings**

### **the first meeting**

The first, or organizational, meeting is an opportunity to motivate the new committee toward continued interest and support. It should be filled with information, purpose and friendliness. At this time, it should be made clear to the members that their knowledge and experience are unique, and that nowhere else can schools or instructors obtain the help they can give.

In order to welcome the new committee to the meeting, arrangements can be made to have students representing vocational student organizations serve as hosts and hostesses. Refreshments should be arranged; a luncheon or dinner may be planned, with service by vocational food service students if the meeting is held at a school. During this time, committee members will have some informal time to become acquainted.

A tour of the school's vocational facilities should be scheduled, either before or after the meeting, for those members who have extra time.

Beginning promptly at the stated time is important. With the school representative acting as temporary chairman, a welcome by the appropriate school administrator or appointing officer is first on the Agenda. Representatives of other vocational organizations and school officials then may be introduced. Next, all members of the committee should be introduced. The remainder of the meeting should briefly consider:

- Explanation of the functions, objectives and philosophy of Vocational Education.
- Overview of Federal and State legislation, current and upcoming.
- Brief explanation of the State Plans for Vocational Education.
- Short presentation outlining the vocational programs of the school or schools to be advised.
- Functions and responsibilities of the advisory committee with role playing, if possible, to illustrate various functions.
- Presentation of some of the current problems of the vocational programs and suggestions for possible committee activities.
- Discussion of the election of chairman and other officers at first regular meeting. Members willing to devote extra time and effort to this service can volunteer for consideration as chairman. The committee then can decide whether or not to nominate at this meeting.
- Discussion of time and frequency of future meetings. Set date for first (regular) meeting, and, tentatively, for subsequent meetings.

- Adjourn at stated time.

After the meeting, the educator should call the members of the committee and thank them for attending, referring to the future work of the committee.

### **regular meetings**

Need is the basis for determining the number of meetings each advisory committee should hold; however, meeting two or three times a year may not be enough to develop or maintain good programs through well-informed advice. If the committee is to be effective, it must be active and aware. It may need to call special meetings when special problems arise. Permanent officers should be chosen at the first regular meeting. The chairman is elected by the members. He or she appoints an executive committee (if committee size warrants it), special work committees, and, with committee approval, calls on consultants to give advice on specific problems. The school representative usually is appointed secretary. The secretary works closely with the chairman, helping to develop agendas, distribute notices and minutes and prepare reports.

In addition to the election of officers, regular meetings should:

- Start and stop as scheduled.
- Take place in comfortable, convenient surroundings.
- Offer reserved parking, if necessary.
- Encourage informal, free discussion, kept on target and at reasonable length by the chairman, who summarizes when necessary.

- Follow well-planned agendas that have been mailed in advance to members.
- Offer discussion of current legislation.
- Present current problems for discussion and action by members.
- Make decisions by consensus whenever possible.
- Provide for appointment of needed working committees for specific duties and problems, and/or hear their reports.
- Include refreshments and some informal time.
- Have minutes recorded and promptly mailed to members and building administrator, superintendent and chairman of the school board after the meetings.
- Adjourn at the stated time.

## **Constitution**

It is recommended that a local advisory committee adopt a constitution and bylaws which will outline purpose, duties, and responsibilities. A sample constitution and bylaws are provided as a reference.

This constitution and bylaws shall not be effective until it has been approved by the local board of education.

## **SAMPLE:**

*Additional items may be added or some material deleted.*

### **Advisory Committee Constitution and Purposes**

#### **SECTION A. PURPOSES AND NAME**

**ARTICLE I** (Persons and agencies to whom the advisory committee is to be advisory.) The above named advisory committee shall exist only during such time as it may be authorized by the local school board.

**ARTICLE II** (Operating field of Advisory Committee.) The above named Advisory Committee shall operate in those fields directly included in the program for which it has been appointed, and shall limit its activities to matters which directly concern the program.

**ARTICLE III** (Purpose and duties of the Advisory Committee.) The purposes and duties of the above named advisory committee shall be to:

Refer to Page 7 — Functions of an effective vocational advisory committee.

#### **SECTION B. MEMBERSHIP**

**ARTICLE I** Number of Advisory Committee members. The number of committee members will be determined by the number and size of programs to be advised and community size. (3 members per program minimum.) Recommended: 3-6.

**ARTICLE II** Members shall include at least one representative of business, industry and labor; with appropriate representation of both sexes and the racial and ethnic minorities served by the local educational agency.

**ARTICLE III** The active advisory committee will submit names of prospective committee members to the Superintendent or the local school board.

- ARTICLE IV** Appointment of an advisory committee member for the first year of operation shall be for a one, two or three year term. Thereafter appointment shall be for a three year term, except when the appointment is to fill an unexpired term.
- ARTICLE V** Not more than two-thirds of the members will be retained each year with none serving more than three successive years, and that one year will expire before any outgoing member may be reappointed for a full term after serving the unexpired term of a member who has left the committee.
- ARTICLE VI** One-third of total membership shall be appointed each year.
- ARTICLE VII** The term of a new committee member shall begin on September 1.
- ARTICLE VIII** An individual will automatically lose membership in the committee if he fails to attend two successive meetings without presenting, in advance, to the chairman of the committee a valid reason for his absence.
- ARTICLE IX** The instructor in charge will be expected to be present at each committee meeting. The director or his designee shall be encouraged to attend each meeting.
- ARTICLE X** The teachers of department shall attend committee meetings at the request of the Advisory Committee.
- ARTICLE XI** Advisory Committee Chairman shall represent his group at the official meeting requested by the director.

#### **SECTION C. THE CONSTITUTIONAL CHANGES**

- ARTICLE I** The constitution, articles, and by-laws may be amended or added to by a two-thirds majority vote of active members at any regular committee meeting.

## BY-LAWS

### SECTION A. MEETINGS

- ARTICLE I** Regular meetings of the Advisory Committee will be held during the school year.
- ARTICLE II** The advisory committee or its executive committee may call special meetings of the advisory committee.
- ARTICLE III** Written notices of committee meetings and a planned agenda shall be mailed to all members before each meeting by the committee secretary.
- ARTICLE IV** Meetings shall begin and adjourn as stated in the agenda.
- ARTICLE V** Officers of the committee and the instructor in charge will meet prior to committee meetings to prepare the agenda.
- ARTICLE VI** As the need for standing and special committees arises, such committees may be appointed by the chairman.

### SECTION B. OFFICERS AND THEIR DUTIES

- ARTICLE I** The officers shall be: a chairman, a vice chairman and a secretary.
- ARTICLE II** Chairman, vice chairman shall be elected annually by majority vote of the committee members at the annual meeting. The secretary shall be the instructor in charge of the department who shall be an ex-officio member without vote.
- ARTICLE III** The chairman shall be elected from among those members who have served on the advisory committee for at least one year (except in case of a new committee).
- His duties shall be:
- a. to preside at the meetings of the advisory committee.
  - b. to serve as chairman of the executive committee.

- c. to appoint special committees which may include persons other than committee members.

**ARTICLE IV** The vice chairman shall perform the duties of the chairman in his absence.

**ARTICLE V** The secretary shall:

- a. keep records of the attendance of members at meetings.
- b. keep a record of recommendations.
- c. maintain a permanent record file of advisory committee activities.
- d. distribute minutes of committee meetings and copies of other committee documents as required. He shall have the assistance of the school staff and the use of school facilities in performing these functions.

**ARTICLE VI** The executive committee shall consist of the chairman, vice chairman, and secretary. It shall:

- a. act on urgent committee matters between committee meetings.
- b. prepare agenda for committee meetings if requested to do so by the advisory committee.
- c. call special meetings of the advisory committee as they are needed.

# **Appendix C**

## **Recognizing**

### **Advisory Committees**



## **recognition**

Advisory committees deserve both appreciation and recognition for their voluntary participation and achievements. Opportunities and ways in which they may be recognized by school or other Vocational Education officials include:

- Recording minutes to include members' significant comments, along with their names.
- Making statements at local committee meetings detailing the ways the committee has been of service.
- Reporting at meetings on the results of adopting committee recommendations.
- Sending personal letters to committee members about the results of their advice and recommendations.
- Inviting members to visit programs to see the actual results of their recommendations.
- Inviting members to attend special Vocational Education events; for example: a ground breaking; meetings.
- Introducing advisory committee members at Vocational Education meetings or assemblies.
- At the end of the year, sending each member a letter of thanks and appreciation signed by the appropriate school official.
- Holding an end-of-the-year banquet in honor of the committee, and presenting to each member a certificate\* of service signed by the Chairman, Superintendent of Schools, and Vocational Education Director.

\*See Sample of copy of certificates, pages 54-55.

THE \_\_\_\_\_ PUBLIC SCHOOL DISTRICT

\_\_\_\_\_, MONTANA

# *Certificate of Membership*

This is to Certify That

\_\_\_\_\_ is a member of the advisory committee for the  
(vocational program area)

of the \_\_\_\_\_ Public High School

We gratefully acknowledge the services of the above named.

PRESIDENT, BOARD OF EDUCATION

SUPERINTENDENT OF SCHOOLS

VOCATIONAL TEACHER

THE \_\_\_\_\_ PUBLIC SCHOOL DISTRICT  
\_\_\_\_\_, MONTANA

# *Certificate of Appreciation*

This is to Certify That

\_\_\_\_\_  
has served as a member of the advisory committee for the  
(vocational program area)

of the \_\_\_\_\_ Public High School for the year 19 \_\_\_\_ to 19 \_\_\_\_\_.  
We gratefully acknowledge the services of the above named.

PRESIDENT, BOARD OF EDUCATION

SUPERINTENDENT OF SCHOOLS

VOCATIONAL TEACHER



# **Appendix D**

## **Definition of Terms**



## **definition of terms**

- 1 Coordinator (Vocational teacher or administrator) — A Coordinator is an individual who brings together the people and activities connected with Vocational Education programs. A Coordinator is concerned with the interaction of students, teachers, parents, community, and employers.
- 2 Curriculum — A Curriculum is the courses offered by the educational institution, or a set of courses in an area of specialization.
- 3 Curriculum Materials — Curriculum Materials are materials consisting of a series of courses to cover instruction in any occupational field, which are designed to prepare persons for employment at the entry level, or to upgrade occupational competencies of those previously or presently employed in any occupational field.
- 4 Disadvantaged — Disadvantaged persons (other than handicapped persons) are those who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in Vocational Education programs under criteria developed by the Commissioner of Education based on objective standards and the most recent available data.
- 5 Education Amendments of 1976 — The Education Amendments of 1976 (Public Law 94-482) is an Act to extend the Higher Education Act of 1965, to extend and revise the Vocational Education Act of 1963, and to fulfill other educational purposes.

- 6 Eligible Recipient — An Eligible Recipient is a local educational agency or a postsecondary educational institution.
- 7 Exemplary Programs — Exemplary Programs are pilot programs primarily designed to test the effectiveness of new occupational education models. They are part of the comprehensive plans for program improvement, and meet the legislative requirements for funding for exemplary and innovative programs.
- 8 General Advisory (overall) Committee — A general Advisory (overall) Committee is a local advisory committee organized to advise all of the vocational programs in a school or school system. (Scope of responsibility can extend to districts and regions.)
- 9 Handicapped — Handicapped persons include mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically, or other health impaired persons who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational program without special educational assistance or who require a modified vocational education program.
- 10 Individual or Program Committee — An Individual or Program Committee is a local advisory committee organized to advise one specific program or all of the programs in an occupational cluster in one school, or in a school system.

- 11 **Labor Market Trend** — A Labor Market Trend is the general, statistically-detectable change or movement over a period of time, which indicates the demand for workers in an area or areas of employment.
- 12 **Local Advisory Committee** — A Local Advisory Committee is a group of individuals from outside the field of education, who have specific knowledge and expertise, and who are organized to advise Vocational Education on the world of work and to provide a link to it for students. Committee members must include at least one representative from business, industry and labor and an appropriate representation of both sexes and the racial and ethnic minorities served by the educational agency.
- 13 **Local Educational Agency (LEA)** — A Local Educational Agency is a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a Vocational Education program.
- 14 **Occupational Cluster of Programs** — An Occupational Cluster of Programs is a group of programs in a school system that have some basic commonalities; for example, drafting, blueprint reading, carpentry, bricklaying, electricity, and plumbing are programs that might be grouped in an Occupational Cluster or job family entitled

Construction. The United States Office of Education has identified 15 Occupational Clusters.

- 15 Postsecondary Educational Institution** — A Postsecondary Educational Institution is a nonprofit institution legally authorized to provide postsecondary education within a State for persons sixteen years of age or older, who have graduated from or left elementary or secondary school.
- 16 School Representative** — A School Representative is an educator who works with a local advisory committee to provide information about and speak for the school's point of view. The educator is a liaison who works with the chairman, attends meetings, and helps bring committee recommendations to the attention of those who can implement them.
- 17 State Advisory Council (SACVE)** — The State Advisory Council is an independent, evaluative and recommendatory body to a state's professional educators and governmental agencies responsible for Vocational Education policy and administration. It is appointed and certified from diverse backgrounds in management, labor, education, government, and the general public to have at least one member who fulfills the requirements in each of 20 categories designated by the Education Amendments of 1976.
- 18 State Board** — A State Board is a body designated or created by State law as the sole State agency responsible for the administration of Vocational Education, or for supervision of the administration of Vocational Education in the State.

- 19** **Steering, Temporary, Ad-Hoc Committee** — A Steering, Temporary, Ad-Hoc Committee is a local advisory committee organized to give advice and support in initiating and developing a new program.
- 20** **Student Organizations** — Student Organizations are associations or societies for students who are or have been enrolled in Vocational Education programs, with local, state and national units, the activities of which are an integral part of the instructional program.
- 21** **Vocational Education** — Vocational Education is a program of instruction designed to prepare individuals for gainful employment in occupations normally requiring less than a baccalaureate degree. Specialized courses of study provide skills and knowledge needed for numerous occupations within each of seven broad fields — agribusiness and natural resources, distributive education, health occupations, home economics, office education, technical education and trade and industrial education. Vocational programs are offered at the secondary, postsecondary and adult levels.

**MONTANA STATE  
ADVISORY COUNCIL FOR  
VOCATIONAL EDUCATION**

The Montana State Advisory Council was established March 28, 1969 in accordance with the terms of the 1968 Amendments to The Vocational Education Act of 1963 (Public Law 90-576), and The Vocational Education Act of 1976 (Public Law 94-482). In part the law states that any state which applies for funds to support vocational education must appoint an advisory council. The council is a citizens' advisory group and is composed of 23 members appointed for three-year terms. They are representative of education, industry, labor, government and other segments of the population; and are vitally interested in vocational education. The Montana State Advisory Council for Vocational Education responsibilities are:

**TO ADVISE:**

The State Board on the development of the five year State Plan, annual plan, accountability report; and on policy matters arising from administration of programs established under these documents;

**TO EVALUATE:**

Vocational education programs, services and activities and publish and distribute the results thereof;

**TO ASSIST:**

The State Board in developing plans for State Board evaluations and monitor these evaluations;

**TO PREPARE AND SUBMIT:**

Through the State Board to the U.S. Commissioner of Education and to the National Advisory

Council on Vocational Education an annual evaluation report;

To the U.S. Commissioner of Education within 60 calendar days after the U.S. Commissioner's acceptance of certification of establishment and membership, an annual budget covering the proposed expenditures for the following fiscal year;

**TO IDENTIFY:**

After consultation with the State Manpower Services Council, the vocational education and employment training needs of the State, and assess the extent to which programs assisted under the law and related Acts represent a co-ordinated approach to meeting such needs.

**TO COMMENT:**

At least annually, on the reports of the State Manpower Services Council; and

**TO PROVIDE:**

Technical assistance as requested to local advisory committees and recipients of P.L. 94-482 funds in the establishment and operation of local advisory committees.

At least one public meeting each year during which the public shall be given an opportunity to express views concerning the vocational education programs of the State.

# VOCATIONAL STUDENT ORGANIZATIONS

The vocational student organizations are sponsored as an integral part of the vocational education programs in Montana schools by the State Board.

## DECA — DISTRIBUTIVE EDUCATION CLUBS OF AMERICA . . .

to develop future leaders for marketing and distribution; provide incentives and recognition for DE students; build status in public schools for careers in marketing and distribution; provide a constructive avenue for individual or group expression, initiative, and creativity; motivate students to assume responsibility for self-improvement and self-discipline; provide a vehicle for students to demonstrate their acquired competencies through individual and group activities; assist students in acquiring a realistic self concept through individual and group activities; help students to participate in an environment of cooperation and competition; provide visibility for the educational goals and objectives of DE.

## FFA — FUTURE FARMERS OF AMERICA . . .

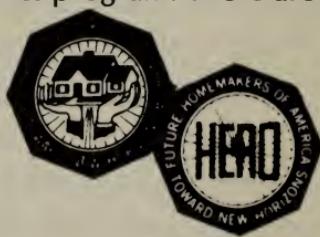
for students preparing for careers in ag production, processing, supply and service, ag mechanics, natural resources and environmental science, horticulture and forestry.



## FHA/HERO — FUTURE HOMEMAKERS OF AMERICA . . .

for secondary students, boys as well as girls, who are or have been enrolled in the home economics program. There are two kinds of chapters:

**FHA CHAPTERS** — emphasize homemaking and family life education, and also explore job and career possibilities.



**HERO (HOME ECONOMICS  
RELATED OCCUPATIONS CHAPTERS) —**  
emphasize preparation for jobs and careers, but  
recognize that workers are also homemakers and  
community leaders.

The goal of both kinds of chapter is to help students assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement.

### **OFFICE EDUCATION ASSOCIATION . . .**

The Office Education Association is a voluntary association of state student organizations supporting business and office occupations education. It is a co-curricular activity that is an integral part of the educational program and is designed to develop leadership abilities, interest in the American business system, and competency in office occupations within the framework of vocational and career education.

"Developing competency through office occupations," is the motto of OEA. An OEA state officer from Minnesota expressed the benefits received from her membership when she wrote, "To me, OEA is more than a class and a club. OEA is an idea of self-improvement, cooperation, self-pride, friendship, aid and preparation for the future. It is a very exciting, enthusiastic group of young people interested in being prepared for their present and future lives. OEA is an opportunity to receive acknowledgement for skills, hold an office, and work closely with others. OEA is a national organization every member should be proud to be a part of. I, for one, am very proud to belong to such a distinguished, worthwhile organization."



### **VICA — VOCATIONAL INDUSTRIAL CLUBS OF AMERICA . . .**

for students preparing for futures in the trade, industrial, technical and health occupations. In their training programs, these students acquire occupational skills necessary to enter the labor market. VICA club activities offer them personal development in citizenship, leadership and character.



**For further information:**

**Write — SACVE, P.O. Box 4789  
Helena, Montana 59601**

**Call — 406-449-2013**